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ABSTRACT

In 1995 the Rowland Unified School District (California) developed a new mission statement defining core values for the district's preparation for the 21st century. The district then set about implementing a new accountability system with existing measures to establish baseline data for measuring progress toward the new goals. The focus in this paper is on programs funded under Title I of the Improving America's Schools Act (IASA) and their mandated evaluations for the 1996-97 school year. To determine the performance of each student, district standards are based on a composite performance established through use of grades in math and English, standardized test scores (normal curve equivalents), and a writing sample. Second graders also took a Developmental Reading Assessment. Performance of elementary school students was benchmarked at grades 2 and 5, and that of intermediate school students at grades 7 and 8. Students in grades 9, 10, and 11 were tested at the high school level. Multiple measures used and weighting procedures for the different grade levels are outlined. Combining and weighting of multiple measures produced results for all 21 schools in the district. Results were disaggregated and reported by language fluency, ethnicity, gender, and program services. Results show that schools in need of improvement are consistently low on multiple measures. Setting core values first made it possible to maintain the integrity of the decisions made about the data in the multiple measures process. Three appendixes contain sample essay rubrics, grade level standard for the second grade reading assessment, sample pages from school standards reports, and multiple measures for the 1997-98 school year. (Contains 10 figures and 2 tables.) (SLD)

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ED 420 681

Standards-Based Multiple Measures for IASA, Title I Program Improvement Accountability: A Vital Link with District Core Values

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for

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Rowland Unified School District

Standards-Based Multiple Measures For IASA, Title I Accountability: A Vital Link With The District's Core Values

Introduction

The Rowland Unified School district is located 26 miles outside of Los Angeles. The district's twenty-one schools are located in five cities and serve approximately 19,000 students K-12. In 1976, the district was a predominately (76%) middle class white community. Today the district enrollment is 55% Hispanic, 27% Asian cultures, 11% White, and 7% Black American. Approximately 54% of our elementary students qualify for free and reduced lunch, and 35% of all elementary and 26% of all secondary students are English language learners. The number of limited-English proficient (LEP) students has steadily increased, on the average, 2% a year since 1991. The district's eleven Title I schools average a 40% turnover rate. This means that many students do not receive the benefit of a full instructional year.

Background

In 1995, in response to the changing demographics and growing literacy needs, the district developed a new mission statement to provide direction for preparing our schools for the 21st century.

Through broad-based input from various stakeholder groups, the driving force for making good on our mission became centered around six core values: integrity, respect, safety, student centered focus, excellence in academics, and responsibility with accountability. If these are the qualities valued most and the outcomes our graduates would need to prepare them for the challenges and opportunities that lie ahead, then how do we change the culture of the district to support these goals? Where do we begin?

The district set about the noble but daunting task of trying to assess these core values in order to establish some baseline data upon which to proceed. We began with the indicator "safety" as quantifiable information for this core value was available from the crime report. We broadened the indicator to include three components : (1) a sense of security, (2) safe facilities and prevention, and (3) Student behavior as measured against a conduct code.
Parent, staff and student perceptions of safety on campus were assessed through surveys along with evidence of school-wide activities to enhance knowledge of safety precautions.
Criteria were developed for facilities inspection that defined "a safety hazard" and a rating system was developed.

The remaining five core values proved to be more difficult to assess so we turned our efforts to finding ways to make the values "live" within the organization. At the same time the district began following the standards movement with great interest but did not move into performance assessments. In the absence of state standards and clear direction, the district began alignment and development of content standards.

In the summer of 1997, the state release guidelines for Title I Program Improvement and set a goal that 90% of all students would meet state standards within the next 10 years. The Board of education in Rowland adopted content and performance standards in October of 1997 accepting the challenge put forth by the state.

Using Multiple Measures For Standards-based Reporting

With a November 1 deadline and state guidelines in place, the district set about implementing a new accountability system with existing measures to establish baseline data. The standards-based model fit perfectly with our mission and core values. Throughout the process of selecting, weighting and reporting with multiple measures, the core values were used as a frame for decision making. Examples of this have been included in another section of this paper.

To determine the performance of each individual student, the district standards are based on a composite performance established by use of first and second semester grades in math and English courses (year-end grades in reading, writing, math at elementary), ITAS standardized test scores (NCEs) in total Math, total reading, written language, and a writing sample at grades 5 and 11. Grade 2 students were individually assessed on the Developmental Reading Assessment (DRA) Performance percentages include special education students who took the test without accommodations, and limited-English proficient students who have been in the program for at least one year. Grades of B and C met the standard, A and HA exceeded the standard, and grades of D or F failed to meet the standard. At all grade levels, the most weight was given to the norm-referenced test as the most reliable measure.

The performance of children in elementary schools was benchmarked at grades 2 and 5, at grades 7 and 8 for intermediate schools and for grades 9, 10 and 11 at the high schools. The following pages outline the measures and weighting procedures used for the 1996-97 school year. Figures 1 and 2 summarize the multiple measures used, the weighting assigned to those measures, and the grade levels benchmarked for the 1996-97 baseline year.

Figure 1
Multiple Measures For Elementary School For 1996-97

	Reading Language Arts			Mathematics		Proficiency Status
Grade 2	**DRA** Reading Level 4=Independent 3=Guided 2=Dependent 1=Emergent **25%**	**ITAS** Total Reading & Written Language NCE Standard 77-99 Advanced 50-76 Proficient **50%**	**Teacher Grades** Final Report Card Standard C or Better **25%**	**Teacher Grades** Final Report Card Standard C or Better **30%**	**ITAS** Total Math **NCE** Standard 77-99 Advanced 50-76 Proficient **70%**	**Composite Scores** From Reading Language Arts & Math Weighted Averages
Grade 5	**ITAS** Total Reading & Language NCE Standard 77-99 Advanced 50-76 Proficient	**Writing Sample** Problem Solution 6-point rubric NCE Standard 3.5- 4.0 Proficient 5.0- 6.0 Advanced	**Teacher Grades** Final Report Card Standard C or Better	**Teacher Grades** Final Report Card Standard C or Better	**ITAS** Total Math **NCE** 77-99 Advanced 50-76 Proficient	**Composite Scores**

Figure 2

Secondary School Multiple Measures For 1996-97

	Reading Language Arts		Mathematics		
GRADE 7-8	**ITAS** Total Reading & Written Language NCE **Standard** 77-99 Advanced 50-76 Proficient 0-49 Partial **70%**	**Teacher Grades** 1st & 2nd Semester Average **Standard** 3.0 - 4.9 Proficient; 5.0-6.0 Advanced **30%**	**ITAS** Total Math NCE **Standard** 77-99 Advanced 50-76 Proficient 0-49 Partial **70%**	**Teacher Grades** 1st & 2nd Semester Average **Standard** 3.0 - 4.9 Proficient; 5.0-6.0 Advanced **30%**	**Composite Scores** From Reading Language Arts & Math Weighted Averages

	Reading Language Arts			Mathematics		
GRADE 9-11	**Writing Sample** Reflective 6point rubric **Standard** 6=Advan. 5=Prof. + 4=Proficient **25%**	**ITAS** Total Reading & Editing NCE **Standard** Proficient 50-76 Advanced 77-99 **50%**	**Teacher Grades** 1st & 2nd Semester Average English Grade **Standard** Proficient 3.0-4.9 Advanced 5.0-6.0 **25%**	**Teacher Grades** 1st & 2nd Semester Average Math Grades **Standard** Proficient 3.0-4.9 Advanced 5.0-6.0 **30%**	**ITAS** Total Math NCE **Standard** 77-99 Advanced 50-76 Proficient 0-49 Partial **70%**	**Composite Scores** From Reading Language Arts and Math Weighted Averages

Performance Standards Point Assignment

Descriptive Level	Writing Proficiency Rating	Grade Rating		Standardized Test (ITAS)		Theoretical Limit
		Grade	Point	NCE Range	Point	
Advanced	6	HA	6	90-99	5.5	6 to 5
	5	A or HB	5	77-89	4.5	
Proficient	4	B	4	63-76	3.7	4 to 3
	3	C	3	50-62	2.9	
Partially Proficient	2	D	2	35-49	2.1	2-0
	1	F	1	17-34	1.3	
Emergent	0	I	0	1-16	0.5	

Note: HA= Honors A

Methodology

For the high schools and intermediate schools, the following basic methodology was applied :

1. NCE scores were entered for each student. For language arts, the mean score for total reading and total language scores was used. For mathematics the total math score was used. Each of these scores was multiplied by .06 to convert from a scale of) to 100 to a scale of 0-6.

2. Grades were converted to a 6-point scale. The letter grade/scale conversions are as follows:

Grades	Scale
A+	5.3
A	5.0
A-	4.7
B+	4.3
B	4.0
B-	3.7
C+	3.3
C	3.0
C-	2.7
D+	2.3
D	2.0
D-	1.7
F+	1.3
F	1.0
F-	.7
other (either W or FW or I)	0

3. Students enrolled in honors classes had their grades for those courses multiplied by 1.132, setting the maximum points for GPA at 6.0 (A+, 5.3*1.132 for an honors class)

4. A simple mean GPA was computed for fall and spring grades. Any summer or extra term grades were dropped. Whole number cutpoints were used (0-2.9 partially proficient; 3.0-4.0 proficient; 5.0-6.0 advanced).

5. For 11th graders, a writing sample score was calculated. For all cases, two writing sample scores were used. When there were three scores, the outlier was dropped. The remaining scores had to be within a point of each other. For each set of writing sample scores, the conventions scores were weighted at 15% and the rhetorical effectiveness scores at 85% to determine a complete score by each rater, then the mean of the two raters' scores was calculated.

6. For grade 11 reading language arts weighting followed state guidelines for three measures (no measure could count less than 25% of the standard).

7. The norm-referenced test was weighted 50%, the writing sample 25% and the teacher grades 25%.

8. For mathematics, a combined rating for each student was computed by multiplying the test rating by 7 and the mean GPA by 3 and dividing by 10 (weighting test scores at 70%, GPA at 30%).

9. With missing measures for language arts, two measures was weighted 70% NCE, 30% remaining measure or 100% NCE. There were very few missing measures. With mathematics, no NCE, the student was dropped, no math grades, the NCE was 100%.

10. Based on the ratings, students were broken into partially proficient, proficient, and advanced based on the weighted combined test scores, GPAs, and writing scores. Students who were rated as proficient and advanced are classified as meeting grade level standards.

For the Elementary Schools, the following methodology was applied:

1. NCE scores were entered for each student. For language arts, the mean score for the total reading and total language scores was used. For mathematics, the total math score was used. Each of these scores was multiplied by a constant to standardize the scores.
2. Grades were converted to a five-point scale as follows:

Grades	Point Scale
A	4.0
B	3.0
C	3.0
D	2.0
F	1.0

3. End of year grades were used so averaging was not necessary at the elementary level. Any summer school grades were dropped. Whole number cut points were used and counted for 25% of the standard (0-2.99 not proficient, 3.00-4.00 proficient and advanced).

4. For grade 5, a writing sample score was calculated. All papers were read and scored by two readers using a 6-point state approved rubric. Scores more than a point apart were read by a third reader and the outlier score was dropped. For all cases, two writing scores were used for each student, one for rhetorical effectiveness and one for conventions. For each set of writing scores, the conventions were weighted 15% and the rhetorical effectiveness scores at 85% to determine a complete score by each rater, then the mean of the two raters' scores was calculated.

5. For mathematics for grades 2 and 5, a combined rating for each student was calculated by multiplying the test rating earned by 7 and the end of the year grade rating by 3 and dividing by 10 (weighting the NCE math scores at 70% of the standard and teacher grades at 30% of the standard).

dividing by 10 (weighting the NCE math scores at 70% of the standard and teacher grades at 30% of the standard).

6. Grade 2 teachers listened to students read and recorded their DRA text levels according to a standard assessment procedure. Levels were identified at each grade for meeting standards. Level scores were converted to a 5 point scale and weighted 25% of the standard. (See Appendix A)

7. Based on the ratings, students were broken into partially proficient, proficient, and advanced based on the weighted combined test scores, GPAs, and writing scores. Students who were rated as proficient and advanced are classified as meeting grade level standards.

8. The partially proficient category was further defined into emergent and beginning in order to chart the progress of students as they worked toward meeting the standards.

Although IASA reporting requirements call for advanced, proficient and partially proficient performance descriptors for Grades 2-11, Rowland USD added two additional performance categories in order to track the progress of the district's growing limited English-proficient (LEP) students and others who are currently below the standard for their grade level. Performance descriptors are listed below:

Performance Descriptors For Grades 2-11

5-6	= Advanced
4	= Proficient
3	= Partial Proficient
2	= Beginning
1	= Emergent

All rubrics and scoring guides have been included in Appendix A of this paper.

Combining Multiple Measures for percent meeting the standards for each school was calculated using the following California Department of Education formula:

# meeting grade standard in reading language arts	+	# meeting grade standard for math	=	Combined # meeting standard in math & RLA	—	# assessed in RLA	+	# assessed in Mathematics	=	# and % proficient
(197	**+**	**241**	**=**	**438)**	**÷**	**(452**	**+**	**480**	**=**	**932) = 47%**

Results

The combining and weighting of the multiple measures produced the following results for all 21 schools across the district:

Title I Program Improvement Standards Report For All Schools
Baseline Year 1996-97

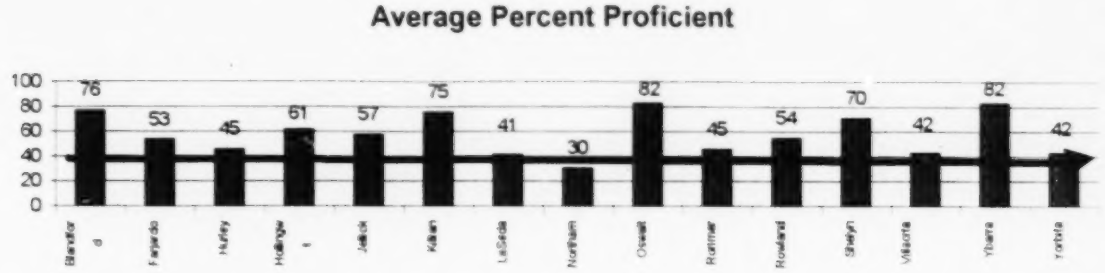
School/ Grade Levels Benchmarked	Average Percent Proficient
Grades 2 & 5	
Blandford	75.89
Farjardo	52.77
Hurley	44.85
Hollingworth	60.66
Jellick	56.91
Killian	74.82
LaSeda	41.29
Northam	30.22*
Oswalt	82.20
Rorimer	45.47
Rowland Elem	54.06
Shelyn	69.93
Villacorta	42.26
Ybarra	82.06
Yorbita	42.19
Grades 7 &8	
Alvarado	64.67
Giano	44.48
Rincon	61.29
Grades 9-11	
Nogales High	53.50
Rowland High	68.94
Santana High (continuation)	31.56

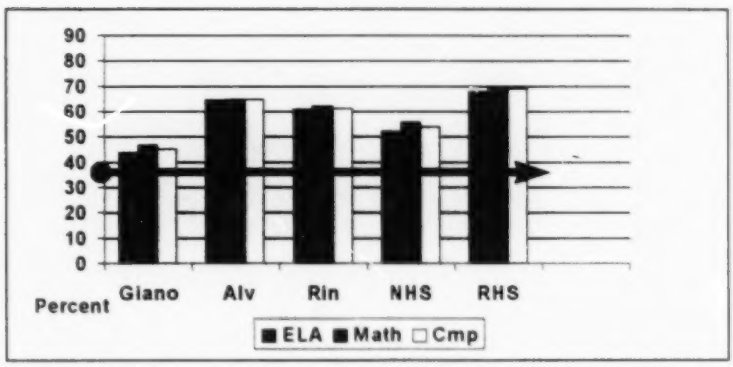
*Identified Program Improvement. Note: Santana Continuation High school was not included as a program improvement school as students move in and out throughout the year.

Educationally and instructionally, it did not make sense to combine mathematics and reading language arts so each school received a Standards report reported by subject according to those meeting the performance standards as well as the overall combined percent for state and federal reporting.

The results were disaggregated and reported by language fluency, ethnicity, gender and program services such as GATE, Title I, Special Education RSP, SDC.

The criteria for becoming a Program Improvement school in the baseline year (1996-97) is that less than 40% of the school's students are meeting district/state standards in reading language arts and mathematics. That criteria has been applied to the district's elementary and secondary schools in the charts below.





Each school received a comprehensive report that provided disaggregated results for each of the multiple measures. Sample pages from that report are included in Appendix B of this paper.

Ethical Issues

Ethical issues related to the standards focused on reliability and validity of our measures. Four measures: teacher grades, standardized test scores, writing assessments, and Developmental Reading Assessment(DRA) all raised some reliability concerns. Teacher grades were felt to be the least reliable of all the measures as no standard grade level criteria was used, other than the reporting categories for progress reporting. Weighting was assigned according to reliability of measure. In other words, most weight was given to the standardized test and the least allowed under the guidelines to teacher grades.

Each measure was compiled and reviewed on its own merit. Standardized test scores were run for all grade levels, each grade level and with a weighting of 60% and 70%.

The process of running the data with set performance standards raised some interesting questions:

1. Should we average GPAs (rounding) or do we use absolute cutpoints?
2. What is the effect of changes in weighting? Who benefits? What does it mean?
3. Do we use the standard error of measure for establishing performance categories?
4. What do we do about missing measures?
5. On what do you base your decisions?
6. Will other districts set as high a standard as RUSD?
7. Will we be alone in identifying schools?
8. What will be the political "fallout" of identifying schools?
9. What is the right thing to do? What's best for our students?

How Does the Process And Standards Measure Up Against Our Organizational Value System?

Using our core values, as a district we asked the following questions:

1. Given the short time frame, was there ***integrity*** in the process?
2. Are the measures valid?
3. Can our educational community look to these standards with ***respect***?
4. Can our Board of Education support these standards?
5. Are the measures and performance standards ***student-centered and fair*** to all students?
6. Will these standards help us achieve ***excellence*** in the next five to ten years?
7. Does the process support shared commitment with everyone taking responsibility?
8. How can we improve our schools and at the same time create a ***safe*** climate of trust and support for risk-taking?
9. What will we do for those students unable to meet the standards?
10. How do we communicate standards-based results in an understandable way to our parent community without creating confusion over the quality of our schools, thus risking a loss of trust and parent support?
11. How can we make this system better?
12. What have we learned about our schools as a result of setting standards?

Conclusions

It is entirely possible to get many different outcomes depending upon the procedures selected. Given the current political climate in California, it is increasingly difficult to know that whatever set of standards and procedures you adopt one year may be used for subsequent measures as the guidelines and assessments change. Establishing a high trust level and keeping students and parents first remains the only sensible constant. Given this context, there are many things we learned as a result of the Title I requirement.

Lessons learned:

1. Higher weighting on grades benefited those students that were below proficiency but did not change the overall percent proficient for the school. A chart has been provided on the following page to demonstrate this finding. An analysis of various weightings revealed that at the secondary level, the more weight placed on grades actually lowered the percent proficient and at the elementary level it increased it slightly.

2. Rounded cut-points for grades (2.50- 4.0 for elementary) rather than whole number cut-points (3.0-4.0) made a considerable difference in the percent of students meeting the standards. A sample for School X has been provided on the following pages. We chose whole-number cut-points as the results for rounded cut-points inflated the grades and produced results that were not representative of other performance indicators.

3. Nothing helped schools in trouble. Program improvement schools are consistently low on an array of indicators.

4. We expanded our measures for 1997-98 to include science and history and oper-ended math performance tasks. We will include all grade levels in the 1997-98 multiple measures (see Appendix C for 1997-98 multiple measures).

5. We refined our DRA text levels as the ceiling was too low .

6. We set our performance standards first, then ran the data.

7. We used our core values to maintain the integrity with which we made decisions about the data and the procedures followed.

Comparison of Results in Weighting of 30 or 40 Percent For Math Grades

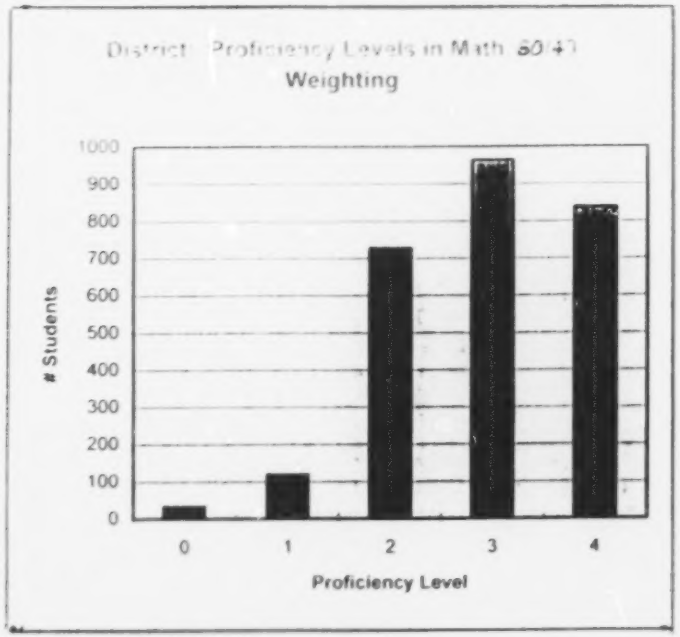
Math Scores: 60/40 Breakdown

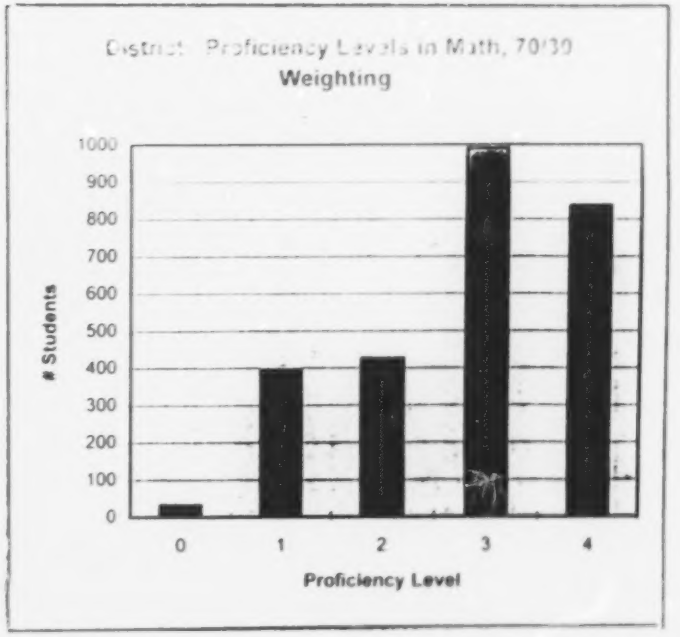
Prof Level	# Students
0	32
1	118
2	727
3	964
4	837

Math Scores: 70/30 Breakdown

Prof Level	# Students
0	32
1	394
2	425
3	990
4	837

Note: 0=Emergent, 1=Beginning, 2=Partially Proficient, 3=Proficient, 4=Advanced





ints for Proficiency (0-2.49 = Not Proficient; 2.50 -4 = Proficient)

ITAS Score, 25% RLA Grade, 25% DRA Level (grade 2) or Writing Sample (grade 5)
ITAS Score, 30% Math Grade

as missing, the other two measures received greater weight (to total 100%) in their original proportions; if two measures were
sure was weighted 100%.
as missing, the remaining measure was weighted 100%.

th: 0-49.9% = Not Proficient; 50.0-76.9% = Proficient; 77.0-99.9% = Advanced

DE LEVEL PROFICIENCY INCLUDES PROFICIENT AND ADVANCED STUDENTS

	LANGUAGE ARTS			MATHEMATICS		
L-T	# ASSESSED	# MEETING GRADE LEVEL	% MEETING GRADE LEVEL	# ASSESSED	# MEETING GRADE LEVEL	% MEETING GRADE LEVEL
	100	60	60.0	100	50	50.0
	100	50	50.0	100	50	50.0
	200	110	55.0	200	100	50.0
	20	12	60.0	20	10	50.0
	20	5	25.0	20	7	35.0
	20	4	20.0	20	4	20.0
	20	4	20.0	20	3	15.0
	10	10	100.0	10	10	100.0

TOTAL		
SED	# MEETING GRADE LEVEL	% MEETING GRADE LEVEL
	110	55.0
	100	50.0
	210	52.5
	22	55.0
	12	30.0
	8	40.0
	7	35.0
	20	100.0

School X: Whole Number Cut-points for Proficiency (0-2.99 = Not Proficient; 3.00-4 = Proficient)

Weightings for RLA: 50% ITAS Score, 25% RLA Grade, 25% DRA Level (grade 2) or Writing Sample (grade 5)
Weightings for Math: 70% ITAS Score, 30% Math Grade

For RLA: if one measure was missing, the other two measures received greater weight (to total 100%) in their original proportions; if two measures were missing, the remaining measure was weighted 100%.
For Math: if one measure was missing, the remaining measure was weighted 100%.

Cut-points for RLA and Math: 0-49.9% = Not Proficient; 50.0-76.9% = Proficient; 77.0-99.9% = Advanced

GRADE LEVEL PROFICIENCY INCLUDES PROFICIENT AND ADVANCED STUDENTS							
		LANGUAGE ARTS			MATHEMATICS		
GRADE	ENROLL-MENT	# ASSESSED	# MEETING GRADE LEVEL	% MEETING GRADE LEVEL	# ASSESSED	# MEETING GRADE LEVEL	% MEETING GRADE LEVEL
2		100	40	40.0	100	40	40.0
5		100	30	30.0	100	36	30.0
Total		200	70	35.0	200	76	35.0
R-FEP		20	8	40.0	20	7	40.0
ELD		20	6	30.0	20	5	30.0
LEP		20	3	15.0	20	2	15.0
RSP		20	2	10.0	20	2	10.0
GATE		10	9	90.0	10	10	90.0

TOTAL			
GRADE	# ASSESSED	# MEETING GRADE LEVEL	% MEETING GRADE LEVEL
2	200	80	40.0
5	200	66	33.0
Total	400	146	36.5
R-FEP	40	15	37.5
ELD	40	11	27.5
LEP	40	5	20.0
RSP	40	4	10.0
GATE	20	19	95.0

11/07/97

Appendix A

- Sample essay rubrics for grade 11
- Grade level standards for the DRA

REFLECTIVE ESSAY

Rhetorical Score	
6	Exceptional Achievement Voice and Style: Commitment to the subject. Writer speaks personally and naturally, often in a thoughtful, musing voice. Occasion: Grounded in the concrete. Exploration of what that occasion might say about the human condition. Reflection: Explores an abstraction which is evidence to the reader as the subject of the paper. Patterns: Writer's thinking generates a pattern as it moves through several layers of abstraction—from concrete occasion, perhaps through a personal meaning, and finally into a meaning about some aspect of life. Pattern gives meaning to the occasion and provides the controlling focus of the essay. Final Awareness: Writer reaches a final awareness, a clear change in chemistry of writer's view of the world, an epiphany from the writer and perhaps, too, for the reader.
5	Commendable Achievement Voice and Style: Commitment to the subject and thoughtful interest in ideas of the topic. Writer speaks personally and naturally. Occasion: Uses the concrete to generalize about the meaning of some aspect of life. Narration never obscures meaning of the experience. Reflection: Thinking is fluid; pattern progresses as writer explores the occasion. Patterns: Draws upon same organizational patterns to develop single controlling meaning as a writer of a 6 paper does. Final Awareness: Writer reaches a final awareness, though not as acutely as a 6. May not awaken any special insights in the reader.
4	Adequate Achievement Voice and Style: Writer is committed, interested, and involved in the ideas the topic generates. The writer still speaks personally, naturally, and with simplicity. Occasion: Explores the meaning of a personal experience or familiar situation. Details will be relevant to the reflective awareness. May seem a bit rambling. Reflection: Thinking isn't profound, but moves beyond superficial and is explored to some extent. Connections between ideas are clear, but flow of logic may be hampered occasionally. Patterns: Although organizing patterns may be difficult to discern, the writer will utilize clear approaches of reflective thinking. Final Awareness: Final awareness tends to be predictable.
3	Some Evidence of Achievement Voice and Style: Writer may not show a personal commitment at beginning, but may become more natural and personal—or—may be so personally involved that universal meaning beyond the experience is not clear. Occasion: Personal experience or familiar situation dominates. May not be able to gain enough distance to reflect about the occasion. Reflection: Thinking tends to be more circular than spiral. Logic may appear to be structured more by formula than by idea being probed. Patterns: Organizational pattern of reflective thinking is not clear. Conclusion may be more advice or moralizing than reflection—or—writer may give examples of concept rather than delving into or reflecting on the idea itself. Final Awareness: Typically personal only to writer, not new to writer or to the reader—or—may be trite restatement of the opening "thesis". The integration of the meaning to the experience is lacking.
2	Limited Evidence of Achievement Voice and Style: Commitment is to personal experience rather than to meaning behind experience. Style is narrative rather than reflective. Occasion: Thinking focuses on retelling of the incident and personal meaning it has for writer. Reflection: Pattern of thinking is narrative. Writer shows no awareness of broader significance to the experience.
1	Minimal Evidence of Achievement Voice and Style: Commitment, if any, is purely to narrating a personal experience. Otherwise, writer seems remote from his subject. Occasion: Lacks any reflection about either personal or universal meaning. Reflection: No reflection out of a narrative at all. Thought patterns may ramble from one topic to another. No final awareness.
0	Inappropriate Response Off topic

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REFLECTIVE ESSAY

Conventions Score	
6	Exceptional Achievement Reader rarely spots mechanics/usage/spelling errors. The writer seems in control of conventions of Standard Edited English.
5	Commendable Achievement Reader infrequently notices mechanics/usage/spelling errors. The writer may still be uncertain about some conventions or lack complete control of Standard Edited English.
4	Adequate Achievement Reader occasionally spots mechanics/usage/spelling errors. This writer quite clearly lacks complete control of conventions, but errors do not significantly interfere with understanding.
3	Some Evidence of Achievement Reader is often aware of errors in mechanics/usage/spelling. The errors may cause some confusion or create ambiguity for the reader.
2	Limited Evident of Achievement Reader is continually aware of errors in mechanics/usage/spelling. White the essay is still readable, the errors create confusion and ambiguity.
1	Minimal Evidence of Achievement Reader is bothered by numerous errors in every sentence or nearly every sentence. Error rate reveals a writer who seems to understand very little about the conventions of Standard Edited English.
0	Inappropriate Response Off topic.

Grade Level Standards

DRA Text *Levels*

	Grade 1	Grade 2	Grade 3
Levels	**Text Levels**	**Text Levels**	**Text Levels**
Advanced	18 or above	30 or above	40 or above
Proficient Grade level	14 & 16 (first grade)	24 & 28 (second grade)	34 & 38 (3rd grade)
Partially Proficient	10 &12 (primer)	18 & 20 (beginning second)	24, 28, & 30 (2nd & beginning 3rd)
Beginning	3, 4, 6, & 8 (preprimer)	14 & 16 (first grade)	18 & 20 (beginning second)
Emergent	2 or below (kindergarten)	12 or below (primer)	16 or below (first grade)

English/Spanish

At the end of the school year to meet the standards for their grade level, students should be able to read the text level designated proficient or advance level with at least 90% accuracy

Grade Level Standards

DRA *Comprehension* Levels

	Grade 1	Grade 2	Grade 3
Levels			
Advanced	Level 3	Level 4	Level 5 (to be determined)
Proficient	Level 2	Level 3	Level 4
Partially Proficient	Level 1	Level 2	Level 3
Beginning		Level 1	Level 2
Emergent			Level 1

English/Spanish

At the end of the school year, students should be able to read the text and answer comprehension questions with **90%** accuracy.

Appendix B

- Sample pages from school standards reports

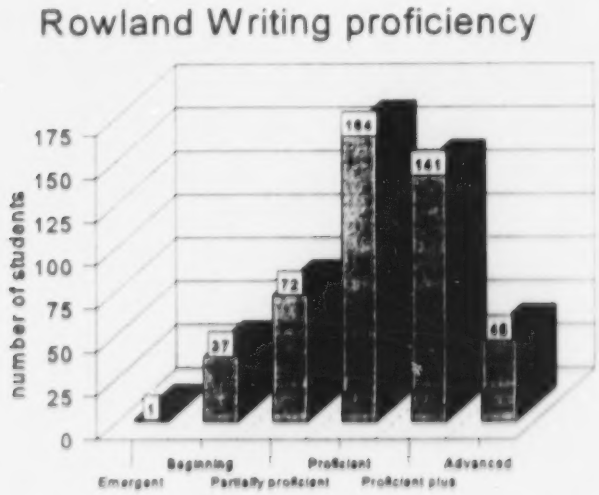
Rowland High School
Draft data for Appendix B-2 report

Language arts: NCE=50%, Grades=25%, Writing sample=25% for 11th grade, NCE=70%, grades=30% for others. With missing measures NCE=70% and Grades or Writing sample=30% for 11th grade, NCE=100% for others. Mathematics: NCE=70%, Grades=30% for all. With missing Grades, NCE=100%.

Grade level includes Proficient and Advanced								
		Language Arts			Mathematics			Total %
	Enrollment	# assessed	# meeting grade level	% meeting grade level	# assessed	# meeting grade level	% meeting grade level	
All students by grade level								
9		618	405	65.53%	609	441	72.41%	68.95%
10		567	377	66.49%	554	386	69.68%	68.06%
11		523	376	71.89%	526	357	67.87%	69.88%
Total		1708	1158	67.80%	1689	1184	70.10%	68.94%
ELD								
Total		40	6	15.00%	46	22	47.83%	32.56%
R-FEP								
Total		177	151	85.31%	175	149	85.14%	85.23%
LEP								
Total		234	111	47.44%	234	144	61.54%	54.49%
RSP								
Total		59	3	5.08%	57	10	17.54%	11.21%
GATE								
Total		208	204	98.08%	206	202	98.06%	98.07%

Rowland High School
Writing Proficiency Ratings

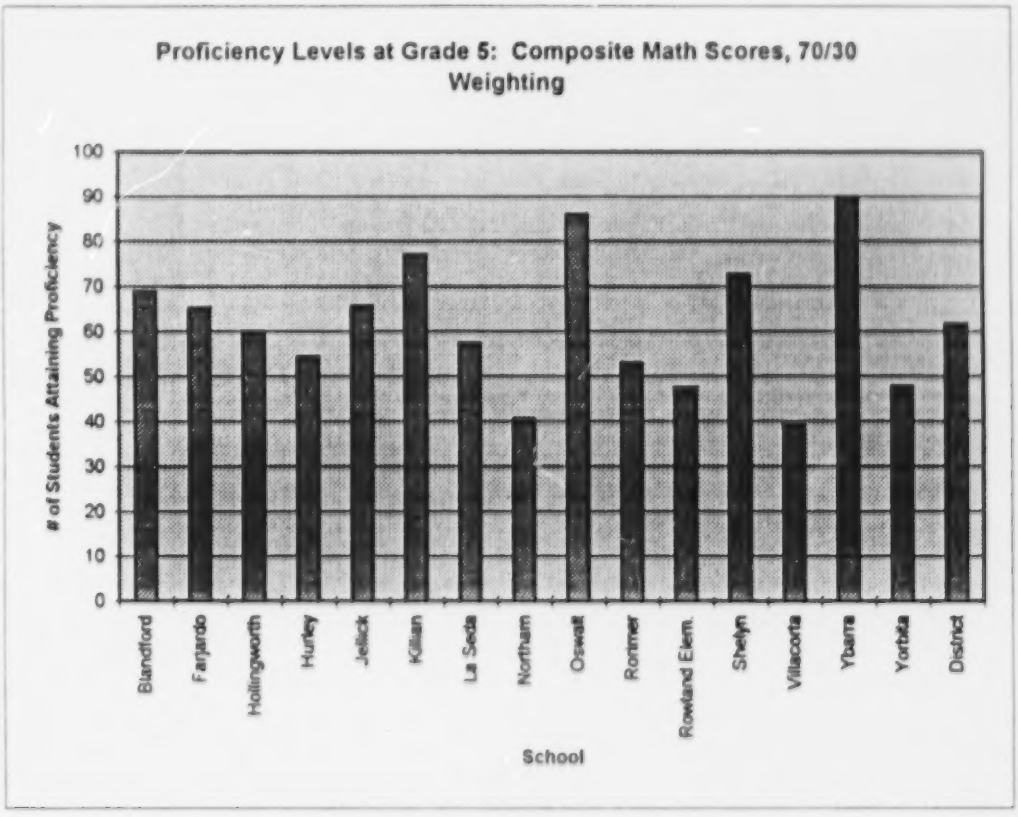
Category		1-Emergent	2-Beginning	3-Partially Proficient	4-Proficient	5-Proficient plus	6-Advanced	Total
All students	#	1	37	72	164	141	46	461
	%	0.2%	8.0%	15.6%	35.6%	30.6%	10.0%	
R-FEP	#	0	3	7	18	19	7	54
	%	0.0%	5.6%	13.0%	33.3%	35.2%	13.0%	
GATE	#	0	3	6	17	18	12	56
	%	0.0%	5.4%	10.7%	30.4%	32.1%	21.4%	
LEP	#	0	0	2	4	0	0	6
	%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	
RSP	#	0	3	5	1	0	0	9
	%	0.0%	33.3%	55.6%	11.1%	0.0%	0.0%	



Composite Math: 70/30 Weighting

Grade 5

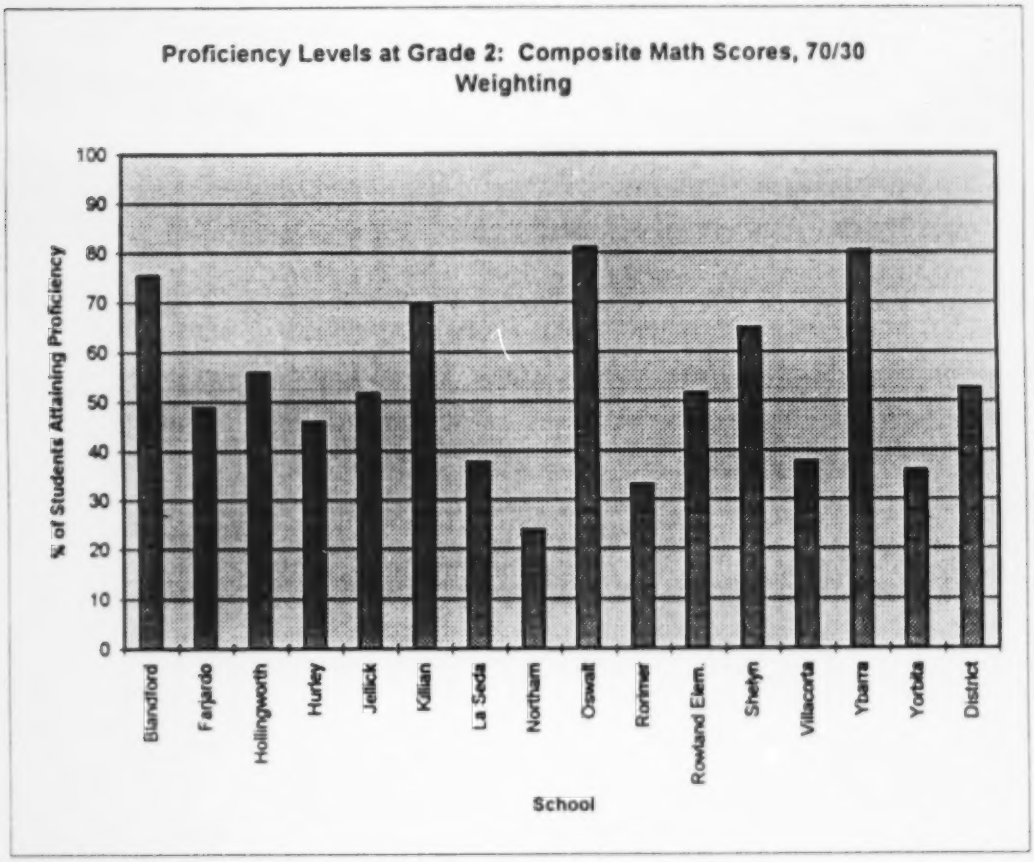
School	# Assessed	% Prof.	Not Prof.	Proficient
Blandford	74	68.9	23	51
Farjardo	92	65.2	32	60
Hollingworth	100	60.0	40	60
Hurley	105	54.3	48	57
Jellick	61	65.6	21	40
Killian	65	76.9	15	50
La Seda	82	57.3	35	47
Northam	121	40.5	72	49
Oswalt	142	85.9	20	122
Rorimer	87	52.9	41	46
Rowland Elem.	61	47.5	32	29
Shelyn	95	72.6	26	69
Villacorta	87	39.1	53	34
Ybarra	69	89.9	7	62
Yorbita	88	47.7	46	42
District	1329	61.6	511	818

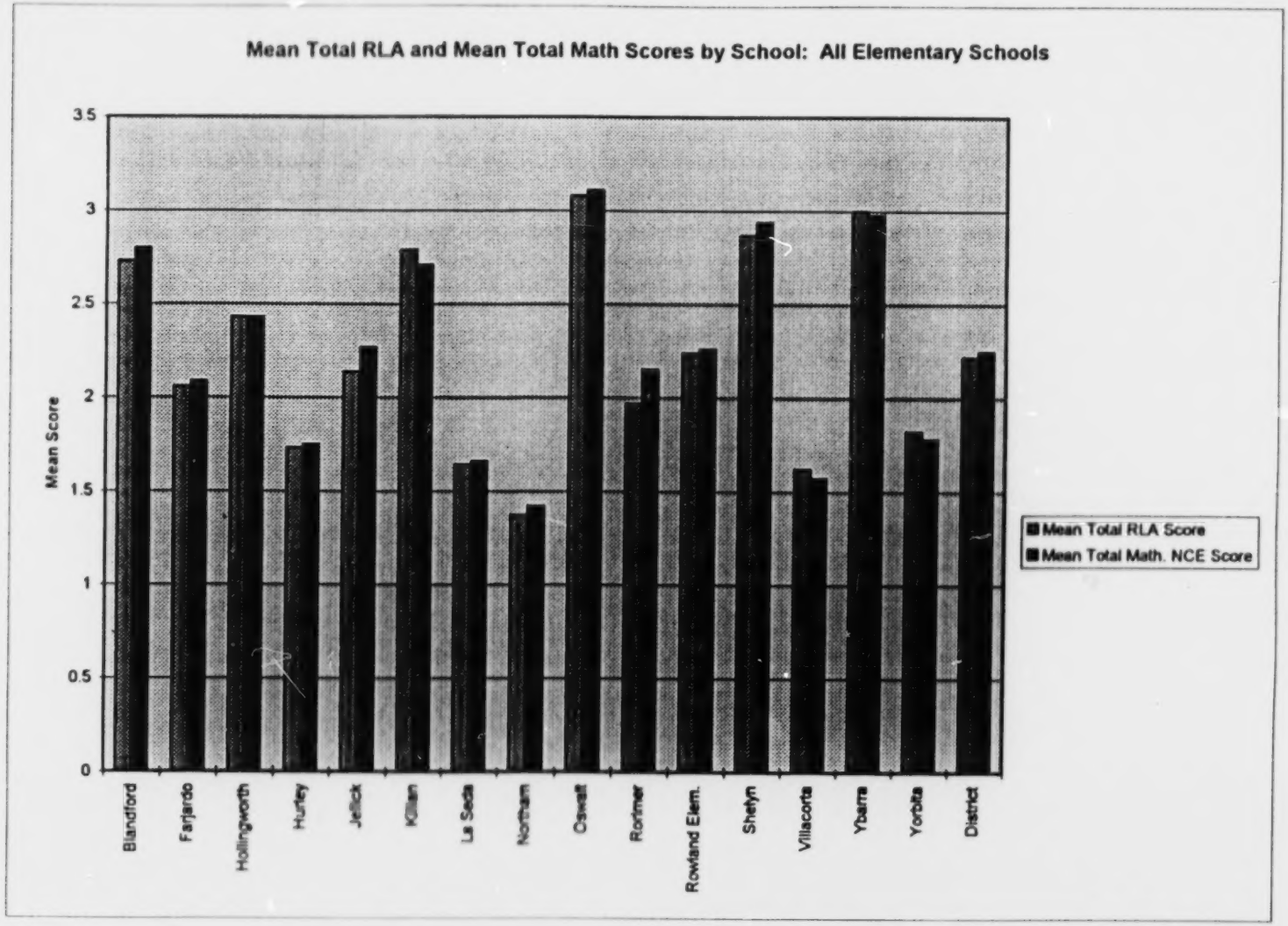


Composite Math: 70/30 Weighting

Grade 2

School	# Assessed	% Prof.	Not Prof.	Proficient
Blandford	65	75.4	16	49
Farjardo	76	48.7	39	37
Hollingworth	141	55.9	49	62
Hurley	109	45.9	59	50
Jellick	62	51.6	30	32
Killian	171	69.7	23	53
La Seda	93	37.6	58	35
Northam	104	23.7	80	24
Oswalt	197	81.0	29	124
Rorimer	91	33.0	61	30
Rowland Elem.	62	51.6	30	32
Shelyn	153	64.7	24	44
Villacorta	106	37.7	66	40
Ybarra	76	80.3	15	61
Yorbita	182	35.8	61	34
District	1347	52.5	640	707




Mean Total RLA and Mean Total Math Scores by School: All Elementary Schools
Mean Score
3.5
3
2.5
2
1.5
1
0.5
0
Blandford
Fanjardo
Hollingworth
Hurley
Jellick
Killian
La Seda
Northam
Oswalt
Rohmer
Rowland Elem.
Shelyn
Villacorta
Ybarra
Yorbita
District
Mean Total RLA Score
Mean Total Math. NCE Score

Appendix C

- Multiple Measures for 1997-98

Elementary School Multiple Measures
1997-98 School Year

Grade Level	Reading Language Arts			Mathematics		
Readiness to Learn 1	DRA + Reading Comprehension 0%	SAT 9 0%	Checkiist • Reading • Writing • Oral 0%		SAT 9 0%	Checklist Math Assessments 0%
2	DRA + Reading Comprehension Section (25%)	SAT 9 (50%)	Teacher Grades (25%)	Quest Units Unit 6: 6.1, 6.2, 6.3 Unit 9: 9.1, 9.2, 9.3 0%	SAT 9 (70%)	Teacher Grades (30%)
3	DRA + Reading Comprehension Section (25%)	SAT 9 (50%)	Teacher Grades (25%)	Quest Units Unit 5: 5.1, 5.2, 5.3 Unit 8: 8.1, 8.2 (0%)	SAT 9 (70%)	Teacher Grades (30%)
4	Writing Assessment Report of Information (25%)	SAT 9 (50%)	Teacher Grades (25%)	Quest Units Unit 3: 3.1, 3.2 Unit 4: 4.1. 4.3, 4.5 (0%)	SAT 9 (70%)	Teacher Grades (30%)
5	Writing Assessment Problem Solution (25%)	SAT 9 (50%)	Teacher Grades (25%)	Quest Units Unit 3: 3.1, 3.3, 3.4 Unit 5: 5.1, 5.3 (0%)	SAT 9 (70%)	Teacher Grades (30%)
6	Writing Assessment Story (25%)	SAT 9 (50%)	Teacher Grades (25%)	Glencoe End of Unit Tests for Units 3 and 4 (0%)	SAT 9 (70%)	Teacher Grades (30%)

Note: Scholastic Language Arts Program tests or other commercial tests to be implemented in 1998-99 school year. Quest and Glencoe units will become a third measure for the 1998-99 school year for mathematics. Quest Benchmark Tests will only include the multiple choice items.

1/14/98

Intermediate School Multiple Measures
1997-1998

Grade Level	Reading Language Arts			Mathematics			Science		History Social Science	
7	SAT 9	Teacher Grades	Writing Assessment in History (1) (2)	SAT 9	Teacher Grades	Problem Solving Glencoe (2) (3)	(2)		Content score from Writing Assessment (2)	Teacher Grades
8	SAT 9	Teacher Grades	Writing Assessment in Science (1) (2)	SAT 9	Teacher Grades	Problem Solving Glencoe (2) (3)	Content score from Writing Assessment (2)	Teacher Grades	(2)	

(1) Reading Assessments will be piloted this summer. Assessments considered are Degrees of Reading Power and the Nelson-Denny tests.

(2) In 1998-99, the division will pilot promotional tests in all core subject areas as part of the Multiple Measures for the Intermediate schools.

(3) Four problem solving tasks from units selected by staff from the Glenco Math curriculum. Teachers will score 3 units and record results for compiling centrally. The 4th task will be scored centrally and all scores will be averaged for setting performance standards.

1/7/98

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High School Multiple Measures for 1997-98

Grade Level	Reading Language Arts			Mathematics			History			Science		
9	Writing Assessment: **Autobiographical** Essay	SAT 9	Teacher Grades	Communicating mathematically/ 4 OEM (1)	SAT 9	Teacher Grades	SAT 9	Teacher Grades		SAT 9	Teacher Grades	
10	Writing Assessment Descriptive **Observational** (Science)	SAT 9	Teacher Grades	Communicating mathematically/ 4 OEM (1)	SAT 9	Teacher Grades	SAT 9	Teacher Grades		SAT 9	Teacher Grades	Science content score from writing assessment
11	Writing Assessment **Report of Information** (U.S. History)	SAT 9	Teacher Grades	Communicating mathematically/ 4 OEM (1)	SAT 9	Teacher Grades	SAT 9	Teacher Grades	U.S. History content score from writing assessment	SAT 9	Teacher Grades	
12	(2)											

(1) Four problem solving tasks from units selected by staff from the Math curriculum. Teachers will score 3 units and record results for compiling centrally. The 4th task will be scored centrally and all scores will be averaged for setting performance standards.

(2) Senior project to be considered for 1998-99.

1/30/98